

Literary Element (page 282)

Simile and Metaphor

Sonnets 116 and 130 WILLIAM SHAKESPEARE

Two figures of speech that make comparisons are similes and metaphors. Both compare two seemingly unlike things or ideas in order to suggest an underlying similarity between them. A simile makes an explicit comparison and uses the word *like* or *as* to express the comparison. A metaphor makes an implicit comparison and does not use a signal word to express it.

ACTIVITY

Directions Identify the two things being compared in each of the following lines from works by Shakespeare. Write *simile* or *metaphor* to tell what figure of speech is used.

Lines from the Poem	Two Things Compared	Figure of Speech
1. "My mistress' eyes are nothing like the sun" <i>Sonnet 130</i>		
2. "When shepherds pipe on oaten straws,/And merry larks are ploughmen's clocks" <i>Love's Labour Lost</i> , V.iii		
3. "And I serve the fairy queen,/To dew her orbs upon the green;/The cowslips tall her pensioners be" <i>Midsummer Night's Dream</i> , II.i		
4. "Full fathom five thy father lies;/Of his bones are coral made;/Those are pearls that were his eyes" <i>Tempest</i> , I.ii		
5. "Haply I think on thee and then my state,/Like to the lark at break of day arising/ From sullen earth, sings hymns at heaven's gate" <i>Sonnet 29</i>		

Literary Element (page 288)**Simile****Sonnet 73 and Sonnet 29** WILLIAM SHAKESPEARE

A **simile** is a figure of speech in which two seemingly unlike things are compared by means of the word *like* or *as*. Keep in mind that not every statement with *like* or *as* is a simile.

ACTIVITY

Directions Read the sonnet and then answer the questions that follow.

Sonnet 21

So is it not with me as with that Muse
Stirr'd by a painted beauty to his verse,
Who heaven itself for ornament doth use
And every fair with his fair doth rehearse,
5 Making a couplement of proud compare,
With sun and moon, with earth and sea's rich gems,
With April's first-born flowers, and all things rare
That heaven's air in this huge rondure hems.
O' let me, true in love, but truly write,
10 And then believe me, my love is as fair
As any mother's child, though not so bright
As those gold candles fix'd in heaven's air:
Let them say more that like of hearsay well;
I will not praise that purpose not to sell.

—William Shakespeare

1. Is there an example of a simile in line 1? Explain.

2. What is the simile in lines 10–11?

3. What is another simile in lines 10–12?

4. Is there a simile in line 13? Explain.

Reading Strategy (page 288)**Draw Conclusions About Speaker's Meaning****Sonnet 73 and Sonnet 29** WILLIAM SHAKESPEARE

When you draw a conclusion, you make a general statement based on a number of specific examples. A conclusion should make sense and should not go beyond the evidence.

ACTIVITY

Directions Find and write evidence from Sonnet 73 and Sonnet 29 that supports each of the conclusions in the chart.

Conclusion	Evidence
1. The speaker in Sonnet 73 is aging.	
2. In Sonnet 73, the beloved is aware of the speaker's age.	
3. In Sonnet 73, the beloved will lose the speaker in the not-too-distant future.	
4. In Sonnet 29, the speaker envies others.	
5. The speaker in Sonnet 29 takes comfort in his beloved.	
6. The speaker in Sonnet 29 understands that he has a kind of wealth.	

Active Reading Graphic Organizer

When you are drawing conclusions about a speaker's meaning, it is helpful to use a graphic organizer. Ask your teacher for a copy of the Two-Column Table Graphic Organizer. In the left column list your conclusions, and in the right column record your evidence.

Literature and Reading Preview

Connect to the Poems

What is the essence of true love? Discuss this question with a small group of classmates. Consider what various authors and songwriters have had to say about the subject of love.

Build Background

Long before Shakespeare's time, writing a sonnet was one way for a poet to demonstrate mastery of the technical aspects of poetry. It was also a way for the poet to demonstrate his or her creative ingenuity. Sonnets often relied heavily on literary conventions such as eternal love shared between two people, often in an idealized setting. A poet might demonstrate ingenuity either by composing clever variations on these conventions or by parodying them. A **parody** is a humorous imitation of a literary work that aims to point out its shortcomings.

Set Purposes for Reading

Big Idea A Bard for the Ages

Shakespeare was a deep thinker and a learned man as well as a great poet. As you read, ask yourself, How does Shakespeare use the sonnet form to express his ideas about love?

Literary Element Simile and Metaphor

Simile and **metaphor** are figures of speech that make comparisons between two seemingly unlike things or ideas in order to suggest an underlying similarity between them. In a simile, the words *like* or *as* are used to express the comparison explicitly. The comparison in a metaphor is implicit. As you read, ask yourself, What purposes do these devices serve in the sonnets?

Reading Strategy Analyze Figures of Speech

A **figure of speech** is a specific kind of figurative language, such as metaphor, simile, personification, or symbol. Figures of speech are not to be taken literally; they express a truth beyond the literal level. As you read, ask yourself, How do figures of speech contribute to the meaning of each poem as a whole?

Tip: Taking Notes Use a chart to record the figures of speech in Sonnets 116 and 130.

Figure of Speech	Type	Meaning

Learning Objectives

For pages 282–290

In studying these texts, you will focus on the following objectives:

Literary Study: Analyzing simile and metaphor.

Reading:
Analyzing figures of speech.
Drawing conclusions about speaker's meaning.

Writing:
Writing a poem.
Writing an essay.

Vocabulary

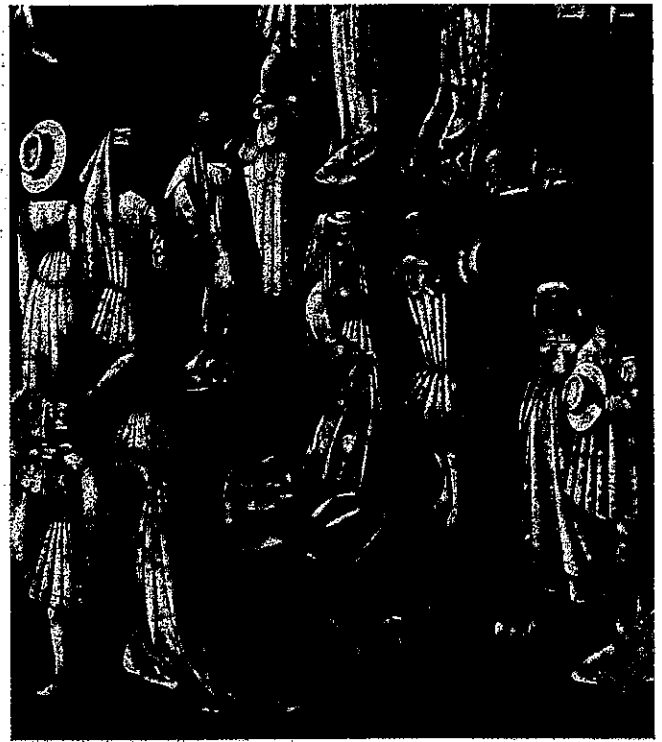
alteration (əl' tə rā' shən) n. change; modification; p. 285
Although I was gone for only a short time, I noticed a subtle alteration in the mood of the party.

tempest (tem' pist) n. a violent storm; a violent outburst or disturbance; p. 285
The tempest left many people homeless.

doom (doo-m) n. that which cannot be escaped; death, ruin, or destruction; p. 285
The residents fearfully awaited the hurricane and its doom.

tread (tred) v. to walk or step; p. 286
Please do not tread on the flower beds.

Promenading Noblemen. Central section from the Garden of Love at the court of Philippe III the Good, Duke of Burgundy (1396–1467), in the gardens of Hesdin Castle in 1432, fifteenth century. Anonymous. Chateaux de Versailles et de Trianon, France.



SONNET 116

William Shakespeare

Let me not to the marriage of true minds
Admit impediments;¹ love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.²
5 Oh no, it is an ever-fixèd mark³
That looks on tempests and is never shaken;
It is the star to every wandering bark⁴
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
10 Within his bending sickle's compass⁵ come,
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.⁶
If this be error and upon me proved,
I never writ, nor no man ever loved.

Simile and Metaphor: Explain the metaphor in this line. What is being compared?

Vocabulary

alteration (əl'tə rā'shən) n. change; modification

tempest (tem'pist) n. a violent storm; a violent outburst or disturbance

doom (dōōm) n. that which cannot be escaped; death, ruin, or destruction

1. *Impediments* means "obstacles." The speaker is referring to the traditional Christian marriage service in which the clergy member says, "If any of you know cause or just impediment why these persons should not be joined together . . ."
2. *Bends . . . to remove* means the person changes when his or her sweetheart is inconstant.
3. *Mark* refers to a landmark that sailors can see from the water and that is used as a navigational guide.
4. A *bark* is a boat.
5. Here, *compass* means "range."
6. *The edge of doom* refers to the end of the world.



A Girl at a Window Holding a Bunch of Grapes. Attributed to Hieronymus van der Mij. Oil on panel, 43.5 x 34 cm. Sotheby's, London.

View the Art. Dutch artists of van der Mij's time were known for keen attention to detail and symbolism. Does the woman in this image fit your impression of the woman in Shakespeare's sonnet?

SONNET 130

William Shakespeare

My mistress' eyes are nothing like the sun;
 Coral is far more red than her lips' red;
 If snow be white, why then her breasts are dun;¹
 If hairs be wires, black wires grow on her head.
 5 I have seen roses damask'd,² red and white,
 But no such roses see I in her cheeks,
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.³
 I love to hear her speak, yet well I know
 10 That music hath a far more pleasing sound;
 I grant I never saw a goddess go,⁴
 My mistress when she walks treads on the ground.
 And yet, by heaven, I think my love as rare
 As any she belied with false compare.⁵

1. *Dun* is dull gray.
2. Something that is *damask'd* is multicolored.
3. Here, *reeks* simply means "is exhaled."
4. Here, *go* means "walk."
5. *As any . . . compare* means "As any woman misrepresented with false comparisons."

A Bard for the Ages What philosophical insight is Shakespeare expressing in this couplet?

Vocabulary

tread (tred) *v.* to walk or step

After You Read

Respond and Think Critically

Respond and Interpret

1. (a) In your own words, summarize the two main points the speaker makes about the nature of love in Sonnet 116. (b) What is the speaker implying about failed relationships?
2. (a) How does the speaker in Sonnet 130 describe the woman he loves? (b) Does his description tell you his real opinion of her? Support your answer with lines from the poem.

Analyze and Evaluate

3. (a) What is the speaker's main point in lines 1–12 of Sonnet 116? (b) In your opinion, is the

couplet a convincing conclusion to the poem?

4. (a) What sort of poetry does Sonnet 130 mock or criticize? (b) What message about love is implied in this criticism?

Connect

5. **Big Idea** **A Bard for the Ages** What can you infer about Shakespeare's philosophy of life from Sonnets 116 and 130?
6. **Connect to Today** What conventions of love songs do songwriters parody today, as Shakespeare parodied some conventions of sonnets in Sonnet 130?

Literary Element Simile and Metaphor

Sonnet 116 makes its points through a series of implicit comparisons, or **metaphors**. Sonnet 130 parodies a series of explicit comparisons, or **similes**. The word *like* appears in the first simile of Sonnet 130 and is implied in all of the similes that follow.

1. Explain the metaphor in lines 5–6 of Sonnet 116.
2. (a) List the "negative similes," or what the speaker says his beloved is *not*, in Sonnet 130. (b) Identify the sonnet's only metaphor.

Writing

Write a Poem With a partner, write a reply to Sonnet 130 from the mistress's point of view. Include metaphors, similes, and figures of speech that help convey her opinions of Sonnet 130's speaker. Partners should write alternating lines until the sonnet is complete (with fourteen lines). For help with writing a sonnet, see page 242.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GLB9817u2.

Reading Strategy Analyze Figures of Speech

In Sonnet 116, Shakespeare uses symbol and personification. A **symbol** is something that exists on a literal level and signifies something beyond itself. **Personification** attributes human qualities to something inhuman.

1. What examples of personification appear in lines 9–10 of Sonnet 116?
2. What might the sickle in Sonnet 116 symbolize?

Vocabulary Practice

Practice with Synonyms A synonym is a word that has the same, or nearly the same, meaning as another word. With a partner, match each boldfaced vocabulary word below with its synonym. You will not use all of the answer choices.

- | | |
|---------------|------------------|
| 1. alteration | a. modification |
| 2. doom | b. beauty |
| 3. tempest | c. destruction |
| 4. tread | d. step |
| | e. storm |
| | f. confrontation |

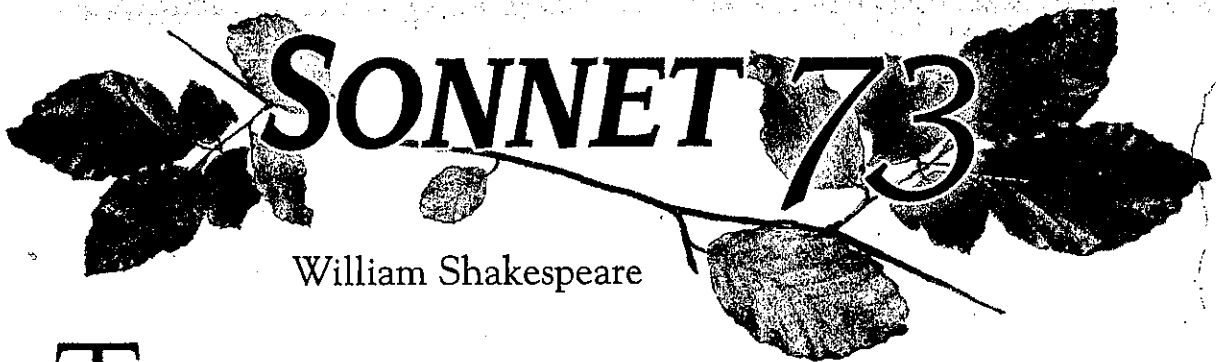
Literary Element Simile

A **simile** is a figure of speech that uses *like* or *as* to compare two seemingly unlike things. Not every statement with *like* or *as* is a simile—the comparison must be between things that are basically different and must create greater understanding about what is being compared. For example, “My love is like a rose” is a simile; “My backpack is like your tote bag” is not a simile. As you read, ask yourself, How do these similes help me understand the poems?

Reading Strategy Draw Conclusions About Speaker’s Meaning

A **conclusion** is a general statement based on a number of specific examples. To be valid, a conclusion must make good sense and should not go beyond the evidence. As you read, ask yourself, What can I conclude from these statements?

Tip: Making Adjustments Be prepared to adjust your original conclusion to reflect the information you learn as you read.

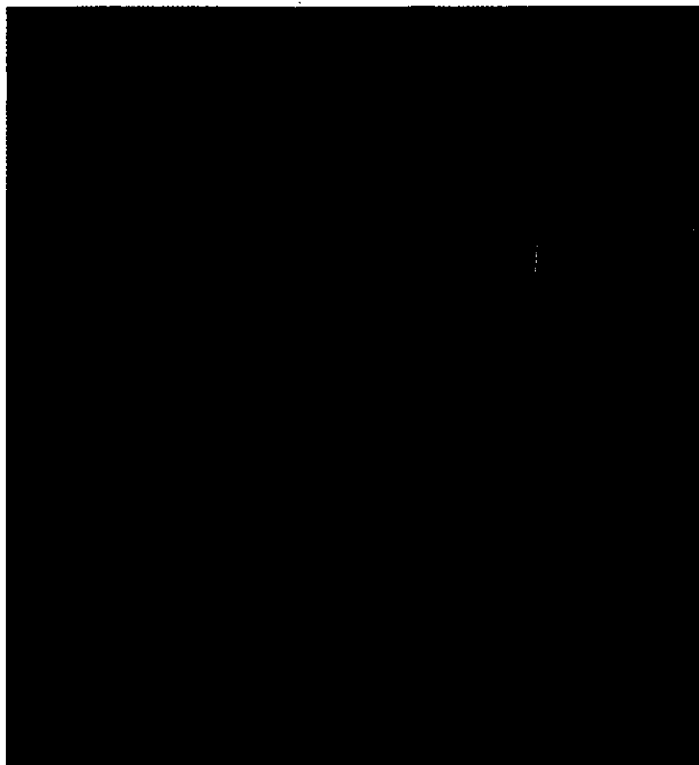


William Shakespeare

That time of year thou mayst in me behold
 When yellow leaves, or none, or few, do hang
 Upon those boughs which shake against the cold,
 Bare ruin'd choirs,¹ where late the sweet birds sang.
 5 In me thou seest the twilight of such day
 As after sunset fadeth in the west,
 Which by and by² black night doth take away,
 Death's second self, that seals up all in rest.
 In me thou seest the glowing of such fire
 10 That on the ashes of his youth doth lie,
 As the death-bed whereon it must expire,
 Consum'd with that which it was nourish'd by.³
 This thou perceiv'st, which makes thy love more strong,
 To love that well, which thou must leave ere long.

1. *Choirs* is a reference to the place in a church where the choir sings. Here, it is used as a metaphor for bare tree branches.
2. *By and by* means “presently” or “soon.”
3. *Consum'd . . . by* is an image that suggests that the fire was choked by the ashes of the wood that previously fueled its flame. The speaker means he has been consumed by life.

Draw Conclusions About Speaker’s Meaning What conclusion about himself does the speaker state in lines 1–4? Explain.



Double Portrait, c. 1502. Giorgione (Giorgio da Castelfranco). Oil on canvas, 77 x 66.5 cm. Palazzo Venezia, Rome.

View the Art The artist Giorgione was known for detailed portraits of Venetian citizens. What does this double portrait seem to be expressing about its subject?

SONNET 29

William Shakespeare

When in disgrace with Fortune and men's eyes
I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,¹
And look upon myself and curse my fate,
5 ~~Wishing me like to one more rich in hope~~
~~Featured like him, like him with friends possessed~~
Desiring this man's art, and that man's scope,³
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
10 Haply⁴ I think on thee, and then my state,⁵
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate,
For thy sweet love rememb'ed such wealth brings
That then I scorn to change my state with kings.

1. *Bootless cries* are vain or futile cries.

2. The speaker compares himself to three different men in lines 5–7.

3. Here, *scope* means "mental power."

4. *Haply* means "by chance."

5. *State*, here and in line 14, refers to the speaker's condition or position in life.

Simile Are lines 5–6 an example of a simile? Explain.

After You Read

Respond and Think Critically

Respond and Interpret

1. (a) To what three things does the speaker compare himself in Sonnet 73? (b) What do you think these three things symbolize, or represent?
2. (a) What does the speaker complain about in the first part of Sonnet 29? (b) Based on the early lines of the poem, what kind of person would you say the speaker is?

Analyze and Evaluate

3. (a) How would you describe the tone of Sonnet 73? (b) What details create that tone?

4. (a) What reasons does the speaker in Sonnet 29 give for his change in mood? (b) Do you find the transition in the speaker's mood convincing? Explain.

Connect

5. **Big Idea** **A Bard for the Ages** Based on these two sonnets, how would you describe the value Shakespeare puts on human relationships?
6. **Connect to the Author** Recall that these two sonnets form parts of a larger sequence. How might they have been related to Sonnets 116 and 130 in Shakespeare's mind?

Literary Element Simile

A **simile** is a comparison between two basically unlike things by means of the word *like* or *as*. The comparison is meant to create greater understanding of what is being compared.

1. (a) What is the simile in lines 9–12 of Sonnet 29? (b) What understanding of the speaker and his "state" do you gain from this comparison?
2. Write a simile that expresses the speaker's attitude toward himself in lines 1–4 of Sonnet 73.

Writing

Write an Essay Sonnets 73 and 29 address the idea that love is more valuable than youth, fame, or wealth. Write a brief essay describing the things that make you feel most fortunate and the reasons you chose those things. For help with writing an essay, see page 846.

Reading Strategy Draw Conclusions About Speaker's Meaning

A **conclusion** is a general statement based on a number of specific examples.

1. What conclusion does the speaker come to in the couplet of Sonnet 73?
2. What conclusion can you draw about the speaker's emotions in lines 1–8 of Sonnet 29?

Academic Vocabulary

*In Sonnet 29, the speaker comes to the **conclusion** that he values the love of the person he is addressing more than material wealth.*

Conclusion is an academic word. From what you know about Shakespeare's life and works, you might arrive at the **conclusion** that he led an extraordinary life.

Using context clues, try to figure out the meaning of *conclusion* in the following sentence:
*There was not enough evidence to reasonably draw the **conclusion** that he had stolen the car.*

For more on academic vocabulary, see pages 56 and R81.



Literature Online

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